

**FEEDBACK GIVEN BY THE TEACHER ON STUDENTS' WRITING
AT THE SEVENTH GRADE OF SMP NEGERI 2 JUWIRING**



**Submitted as a Partial Fulfilment of the Requirements
for Getting Bachelor Degree
in Department of English Education**

by

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APPROVAL

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Hence, later, if it is proven that there are some untrue statements in this testimony, I will hold fully responsible.

Surakarta, March 24th 2018
The Researcher,



Siti Rohmah Amadise Rismawati
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**TIMBAL BALIK GURU TERHADAP PEKERJAAN MENULIS
SISWA DI SMP NEGERI 2 JUWIRING. Karya Ilmiah.
Universitas Muhammadiyah Surakarta. 2018.**

ABSTRAK

Tujuan dari studi ini adalah untuk menggambarkan tipe – tipe timbal balik guru terhadap pekerjaan menulis siswa di kelas tujuh di SMP Negeri 2 Juwiring dan respons siswa terhadap timbal balik guru. Studi ini merupakan penelitian kualitatif yang mana datanya dari lapangan dan juga catatan – catatan yang berisi informasi tentang tipe – tipe timbal balik guru dan respons siswa terhadap timbal balik guru. Sumber datanya dari proses kegiatan pembelajaran, guru bahasa Inggris dan siswa di kelas A. Metode pengumpulan data dari hasil pengamatan dan juga wawancara. Teknik untuk menganalisis data adalah pengurangan data, tampilan data, dan menyimpulkan simpulan dan verifikasi. Hasil studi ini menunjukkan bahwa guru menggunakan timbal balik lisan dan tulisan, keduanya termasuk timbal balik yang korektif. Timbal balik diberikan secara langsung dan tidak langsung. Respons siswa terhadap timbal balik guru dengan cara bertanya, menerima, dan mengabaikannya.

Kata kunci: timbal balik guru, respons siswa terhadap timbal balik.

ABSTRACT

The objectives of the study are to describe the types of teacher's feedback on the students' writing at the seventh grade of SMP Negeri 2 Juwiring and the students' responses toward the teacher's feedback. This study was qualitative research that the data were from field note and transcripts containing the information about the types of teacher's feedback and students' responses to the teacher's feedback. And the data source was teaching learning process, English teacher, and the students in class A. Method of collecting the data was observation and interview. Technique for analyzing the data was data reduction, data display, and drawing conclusion and verification. The results of this study showed that the teacher used oral and written feedback and both were including corrective feedback. The feedback was given directly and indirectly. The students' responses towards teacher's feedback were by asking, accepting, and ignoring teacher's feedback

Keywords: teacher's feedback, students' responses towards the feedback.

1. INTRODUCTION

Writing is one of four skills that must be learned by the students when they are in primary and secondary school. In writing activity, especially in primary school students should be able to make simple sentences or paragraph correctly and grammatically but they still do some mistakes when they write the sentences

or paragraph as study work that is given by the teachers. Mastan & Maroof (2014:1) suggested that writing is difficult skill to learn by the students. So, the teachers try to give feedback to the students on their writing, in order they will know their mistakes in writing.

Teachers' feedback is important to the students because it is one of the learning process in teaching. Feedback is also needed by the students because it can decrease students' error in writing and it can help them to make good sentences or paragraph. Teachers' feedback can be given by oral or written feedback depending to the teachers. According to Brookhart (2008:1) feedback is an important component of the formative assessment process. Formative assessment gives information to teachers and students about how students are doing relative to classroom learning goals.

In SMP Negeri 2 Juwiring, feedback was given by the teacher after the students finished writing simple sentences. Based on the observation, teacher asked the students to make simple sentences. After the students finished doing their work, they collected the worksheet to the teacher. The teacher corrected the students' work by circling error words, adding or omitting some words which are wrong and ungrammaticall. After that, the teacher gave the assignments back to the students with purpose that students would know their mistake in writing simple sentences. So, the researcher wants to find out about feedback given by the teacher on students' writing at SMP Negeri 2 Juwiring and finding out the students' responses toward the feedback.

In correcting students' error in writing, the teachers can use corrective feedback such as, direct, unfocused, and metalinguistic (Rajagopal, 2015:38). Mollestam & Hu (2016:22) stated that giving positive feedback is also needed to motivate the students in their writing. Teachers will give positive comments to arouse and strengthen the students' positive feeling to make a better paragraph (Erkkila, 2013:16). Teachers can provide effective feedback by adhering to four principles such as, it is focusing on the process rather than the product, engaging students' mind, ensuring students' positive feelings, and expanding students' language and ideas (Wen, 2013:428-429).

The researcher interested in investigating the types of the teacher's feedback on students' writing at the seventh grade of SMP Negeri 2 Juwiring especially in A class and how is the students' responses in accepting teacher's feedback.

2. RESEARCH METHOD

The type of this research is qualitative research because in this research, the researcher tries to describe the events of teaching learning process about feedback given by the teachers on students' writing at the seventh grade, and its methods generate words rather than numbers as data analysis. The participant of this research were an English teacher called Mr.S who taught the seventh grade of A class and had experienced to become English teacher for twenty four year and the students in A class that were thirty students, consisted twelve male students and eighteen female students.

Technique of collecting the data in this research are observation and interview. The researcher did four times observation with fourty minutes in every period. In A class, English lesson had two period. The researcher did non-participant observation that the researcher simply observed the teaching learning process and did not take part in it. The researcher observed A class to get the information of how the teacher gave the feedback on students' writing at the seventh grade of SMP N 2 Juwiring and how the students' responses toward teacher's feedback.

The researcher also interviewed Mr.S who taught English in A class and the students of A class with six students. The researcher did structured interview that the researcher used list questions to ask Mr.S and six students to get the information about types of teacher's feedback on students' writing at the seventh grade of SMP N 2 Juwiring and students' responses toward teacher's feedback.

3. FINDING AND DISCUSSION

3.1 Finding

Based on the observation and interview, the researcher found the types of feedback that were given by the teacher on students' writing at the seventh grade

of A class and the students' responses toward the teacher's feedback. Each of the finding would be explained in the following explanation.

3.1.1 Type of the Teacher's Feedback on Students' Writing at the Seventh Grade of A Class in SMP Negeri 2 Juwiring

The teacher who taught English in A class used two types of feedback that were oral feedback and written feedback. The explanation was as follows:

3.1.1.1 Oral Feedback

the teacher used oral feedback when the students were doing warm up. The teacher gave the correction and explanation in front of the class. So, other students who found the same mistake would know the correct answer. The researcher found that oral feedback given by the teacher was including corrective feedback because the teacher did not give positive comments on the students' work although they could write well in their writing. The interview was as follow:

Interviewer : "Does Mr. Sumber give positive feedback on the students' worksheet? Such as 'good job', 'well done', 'great', etc?"

Teacher : "No. I do not. When I already finish doing the correction, I just give the signature on the students' worksheet."

(Interview on Wednesday, February 7th, 2018)

The researcher also found that in oral corrective feedback, the teacher used two types of feedback that were direct corrective feedback and indirect corrective feedback. The explanation was as follow:

3.1.1.1.1 Direct Corrective Feedback

The teacher did the correction on students' work by giving the right answer orally in front of the class. So, the students would know how to write good sentences or paragraphs. The transcriptions was as follow:

The teacher said that:

“when we use the word ‘does’ and ‘do’? We use the word ‘does’ when the subject is ‘he’, ‘she’, and ‘it’. And when the subject is ‘I’, ‘you’, ‘they’, and ‘we’. We use the word ‘do’.”

(Observation on Monday, February 5th, 2018)

3.1.1.1.2 Indirect Corrective Feedback

The teacher did the correction by giving the same sentences as the example to make students easy to understand when they revised their writing. The teacher did not give the correct answer and asked the students to find the correct one. The transcriptions was as follow:

The teacher said that:

“There are the formulas when we use to be and verb in the present form. In the present form we can use to be ‘is’, ‘am’, ‘are’ and the verb we use present verb and add ‘-s’ or ‘-es’ if the subject is ‘he’, ‘she’, ‘it’. For example, the subject is ‘Siti’ and the verb is ‘eat’. Because ‘Siti’ is she, we can add ‘-s’ on the verb ‘eat’. So the sentence become ‘Siti eats cake everyday’. It also happens to the subject ‘Siti’ and the verb ‘say’ that the sentence become.”

The students said that:

“Siti says.”

(Observation on Monday, January 29th, 2018)

3.1.1.2 Written Feedback

The teacher who taught English in A class also used written feedback in correcting students’ work. The teacher used written feedback when it was as students’ assignment or students’ work which students’ worksheet would be collected and being corrected by the teacher. The researcher found that written feedback given by the teacher was also including corrective feedback that the teacher did not leave positive comments on students’ work. The interview was as follow:

Interviewer : “Does the teacher give positive feedback on your worksheet? Such as ‘good job’, ‘well done’, ‘great’, etc.?”

Students : “No. He does not. The teacher just gives the correction and signature.”

(Interview on Thursday, February 1st, 2018)

The researcher also found that in written corrective feedback, the teacher used two types of feedback that were direct corrective feedback and indirect corrective feedback. The explanation was as follow:

3.1.1.2.1 Direct Corrective Feedback

In written direct corrective feedback, the teacher did the correction by giving the correct answer on students’ work. The teacher gave written direct corrective feedback by circling and crossing the error words then giving the right answer on students’ work. Example of student’s work:

My cat is beutiful have a aye lasis.

Teacher’s correction:

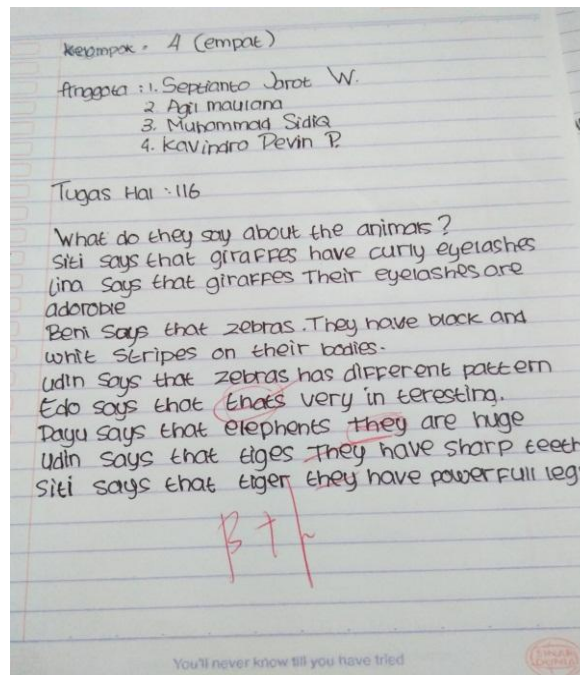
eyelahe

My cat is beutiful have a ~~aye~~ ~~lasis~~.?

(Observation on Thursday, February 1st, 2018)

3.1.1.2.2 Indirect Corrective Feedback

In written indirect corrective feedback, the teacher did the correction without giving the right answer on students’ work. The teacher did the correction by circling and crossing the error words without giving the right answer on students’ work because the teacher wanted the students became more active to find the correct answer.



Example Teacher's Indirect Corrective Feedback

(Observation on Thursday, February 1st, 2018)

3.1.2 The Students' Responses toward the Teacher's Feedback

The students of A class at the seventh grade of SMP Negeri 2 Juwiring gave their responses to teacher's feedback by asking, accepting and ignoring. Each of the students' responses explained in the following below.

3.1.2.1 Asking Teacher's Feedback

When the teacher gave the feedback to the students' work, there were eight students gave their responses by asking to the teacher. They asked why their work had a marked or circle. Then, the teacher would explain it to the students.

The students who were active and smart would give their responses by asking to the teacher. They gave the attention and heard the teacher when the teacher explained the materials.

3.1.2.2 Accepting Teacher's Feedback

There were twenty five students who gave their responses by accepting the teacher's feedback. They were not active in following teaching learning process. The students gave their responses by accepting

teacher's feedback without being curious why their worksheet had marked or circles. They asked to other friends if they wanted to know the right answer.

3.1.2.3 Ignoring Teacher's Feedback

There were two students who were passive in following teaching learning process giving their responses by ignoring teacher's feedback. The students who were lazy and did not pay their attention to the teacher explanation gave their responses by ignoring teacher's feedback.

3.2 Discussion

From the research finding, the researcher found the types of feedback given by the teacher on the students' writing at the seventh grade of A class of SMP Negeri 2 Juwiring and students' responses toward teacher's feedback. The teacher used direct corrective feedback and indirect corrective feedback which both were giving orally and written. And the students' responses toward the teacher's feedback by asking, accepting and ignoring.

The researcher compared the research findings about feedback given by the teacher on the students' writing were different with the previous studies. The first previous study was from Rajagopal (2015), in her research entitled *A Teacher's Written Corrective Feedback: Beliefs and Practices*, investigated a teacher's written corrective feedback (WCF) in responding to students' English written compositions. It examined the teacher's beliefs and practices in giving WCF. The result of her study was the teacher used three types of WCF such as, direct WCF, unfocused WCF and metalinguistic WCF. The second previous study was from Mollestam & Hu (2016), on their research about *Corrective Feedback on L2 Students' Writing* focused on the attitudes toward corrective feedback (CF) as a teaching method for improving young L2 learners' writing. The result of this study that CF was necessary in language learning and it was also important to provide positive feedback. The next previous study was from Sung & Tsai (2014), on their research about *Exploring Student Errors, Teachers' Corrective Feedback, Learner Uptake and Repair, and Learners' Preferences of Corrective Feedback* analyzed

teachers' oral corrective feedback (CF). CF was viewed as a series of communication episodes in which more competent speakers assisted language learners to achieve self-regulation in the target language. The result of this study was that the teachers most frequently used recast as the type of feedback.

The next previous study was from Wen (2013) on her research *Teacher Written Feedback on L2 Student Writings*, concerned with the major types of feedback and the characteristics of the feedback. The results of her research were the major types of feedback in a writing process approach that were: peer feedback, conference and comment. And the last previous was from Erkkila (2013) with the title *Teacher Written Feedback: Teachers' Perceptions of Given Feedback*, focused on how did teachers prefer carrying out the feedback and what kinds of responses they actually gave. The result of her study was that the teacher gave oral feedback to their students.

In SMP Negeri 2 Juwiring, the teacher used Ellis' theory in giving the feedback on students' writing. The teacher gave oral and written feedback to the students' work which both were including corrective feedback. In oral corrective feedback, the teacher gave the feedback through speaking or orally. While in written corrective feedback, the teacher leaved or wrote the comments on the students' work and did not give the good comments on it. The teacher used two types of corrective feedback that were direct and indirect corrective feedback. In direct corrective feedback, the teacher gave the feedback by giving the correct answer on students' work or the teacher provided the students with the correct form. It clearly stated what was wrong and how should be written. While in indirect corrective feedback, the teacher did not give or did not provide the correct answer on students' work.

English teacher in SMP Negeri 2 Juwiring already taught writing with three of four principles for teaching writing according to Byrne's theory that were: (1) Focus on fluency. The teacher very often asked to the students doing practices in writing the sentences. The teacher asked the students to make simple sentences based on the textbook; (2) Focus on text. The teacher

explained to the students how to create, to construct and organized good sentences. The students could develop simple sentences based on the topic on the textbook and; (3) Focus on purpose. Before the teacher asked the students to write their sentences, the teacher told the students the purpose of writing. For example when the teacher talked about descriptive text, the teacher explained what was descriptive text. The teacher told to the students that in descriptive text they described something with giving adjective on the sentences that it helped the students to make the sentences easily. The teacher in SMP Negeri 2 Juwiring did not fulfill one principle of Byrne's theory that was focus on accuracy. The teacher in SMP Negeri 2 Juwiring did not give the words choices under the sentences because the teacher wanted to the students to create and determine their own words in making their sentences and the teacher wanted to the students to write creatively.

The teacher in SMP Negeri 2 Juwiring could fulfill two of four strategies in giving effective written feedback based on Brookhart's theory such as: (1) Clarity. The teacher could gave clear explanation in giving the feedback to the students' work. The teacher used simple vocabulary and simple sentence structure in giving the example on the students' writing and; (2) The teacher could gave the feedback in accordance with the location of error words by comment directly where the students made the error and the teacher used circles and underline to identify the error words and added the right answer beside them. The teacher could not fulfill two strategies that were specificity and good tone because the teacher did not write the suggestions on students' work what they did to the next and did not write the good comments on students' work. But in giving tone, the teacher just told that the sentences were wrong by crossing or circling the error words.

An English teacher in SMP Negeri 2 Juwiring gave oral feedback in individual and in a group. The teacher could give effective individual feedback based on Brookhart's theory such as: (1) Quick and quiet. The teacher explained the feedback quickly and it was also clear. The teacher spoke quietly to whom he gave the feedback and; (2) In class students

conferencing. The teacher allowed the students to meet the teacher individually and both discussed and reviewed the students' work and. English teacher in SMP Negeri 2 Juwiring could not give out of class conferencing because there were not the students who came to the teacher to discuss their work. From the teacher itself also could manage the time when giving the feedback in the class.

English teacher who taught A class in SMP Negeri 2 Juwiring also gave group oral feedback when there were many students had same error on their writing and needed the same solution. In giving group oral feedback, the teacher used several ways in delivering the feedback such: (1) The teacher began the lesson by giving the feedback to the students if there were the students who still made error on their task from the previous meeting and; (2) The teacher gave the feedback when he was returning the students' work. The teacher did not use whole lesson to give the feedback because there was no needed for extra time in giving the feedback to the students' work.

4. CONCLUSION

The researcher drew the conclusion from the research findings about feedback given by the teachers on students' writing at the seventh grade of SMP Negeri 2 Juwiring as follows:

1)

No.	Types of Teacher's Feedback		
a.	Oral Corrective Feedback	Direct Feedback	The teacher did the correction on students' writing by giving right answer orally in front of the class.
		Indirect Feedback	The teacher did the correction without giving the correct answer. The teacher just gave the example of right sentence.
b.	Written Corrective Feedback	Direct Feedback	The teacher gave the feedback by giving the correct answer on students' work.

		Indirect Feedback	The teacher did the correction without giving the correct answer.
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2)

No.	Types of Students' Responses toward the Feedback	
a.	Asking Teacher's Feedback	The students were smart and active in following teaching learning process and they heard teacher's explanation.
b.	Accepting Teacher's Feedback	The students were not active in following teaching learning process but they heard teacher's explanation.
c.	Ignoring Teacher's Feedback	The students were lazy and passive in following teaching learning process and they did not pay their attention to the teacher's explanation.

4.1 Pedagogical Implication

After the researcher drew the conclusion based on the research findings, the researcher presented pedagogical implication about feedback given by the teacher on the students' writing at the seventh grade of SMP Negeri 2 Juwiring as follow:

- 4.1.1 Giving feedback on the students' writing is important because with the feedback the students will know their mistakes on their writing and the students can change it into the correct one. Good feedback is in the positive form that the teacher writes positive comments on students' writing such as "good job", "well done", "great" etc. The teacher needs positive feedback because it can motivate the students to do better in their writing and it is also as the appreciation to the students who are doing better in writing. Feedback is not always to criticize and to assess students' work but it can help the students to make good sentences or paragraphs and good feedback can motivate and encourage students in their writing.

4.1.2 Students' responses to the teacher's feedback is important because the feedback can help the students to make good sentences or paragraphs and it can increase writing skill to the students. The teacher's personality approach to the students is also important because it can make the students to give their responses to the teacher's feedback. So, the students will exactly understand with their mistakes in their writing and they will have the improvement in writing the sentences or paragraphs.

4.2 Suggestion

After the researcher presented pedagogical implication, the researcher gave the suggestion about feedback given by the teacher on the students' writing at the seventh grade of SMP Negeri 2 Juwiring as follow:

4.2.1 For the Teacher

- 1) The teacher should give positive feedback to the students' work and the feedback can encourage and motivate the students. So, the students will do much better in their writing.
- 2) The teacher should motivate and encourage the students. So, they will be more active and enthusiastic in following teaching learning process.
- 3) The teacher should give personality approach to the students who are lazy and are not active in the class. So, the students little by little will hear and pay attention to the teacher.

4.2.2 For the Students

- 1) The students should notice teacher's feedback. So, they will know their mistakes on their writing.
- 2) If the students do not know with teacher's feedback, the students should ask to the teacher about the feedback and how to resolve it.
- 3) The students should pay attention to the teacher when the teacher explains the materials.
- 4) The students should bring the dictionary because it can help them to choose the appropriate words when they writes the sentences or paragraphs.

4.2.3 For the School

- 1) The school should give bookcase in every class. So the students can put their books and dictionary on it.
- 2) The school should give English posters or English picture writing on the classroom wall. So, the students can read it everyday and by the time they will add their new vocabulary.

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